

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT

COMMITTEE OF THE WHOLE

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

9:00 a.m., Tuesday, February 20, 2024

Method for Accessing the Meeting and Providing Public Comment

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **841 3628 9341**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. **15** speakers may sign up for general Public Comment, and each speaker will have **three** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at boardmembers@lausd.net;
 - Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
 - Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953.
- Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **841 3628 9341** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press *6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing inspector.general@lausd.net. Reports are confidential, and you can remain anonymous if you wish.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

AGENDA

- I. Welcome and Introductions**Mr. Scott Schmerelson
Chairperson
- II. Labor Partners**
- III. Presentations**
1. Progress on the Interventionist ModelDr. Frances Baez
and Intervention Program Updates Chief Academic Officer
2. 2024-2025 Budget UpdateDavid Hart
Chief Business Officer
- Martha Alvarez
Chief of Legislative Affairs and Government Relations
- IV. Public Comment**
- V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<https://www.lausd.org/boe#calendar73805/20240203/event/69453>

TAB 1

Progress on the Interventionist Model and Intervention Program Updates



LAUSD
UNIFIED

Board of Education Committee of the Whole

Superintendent's Report

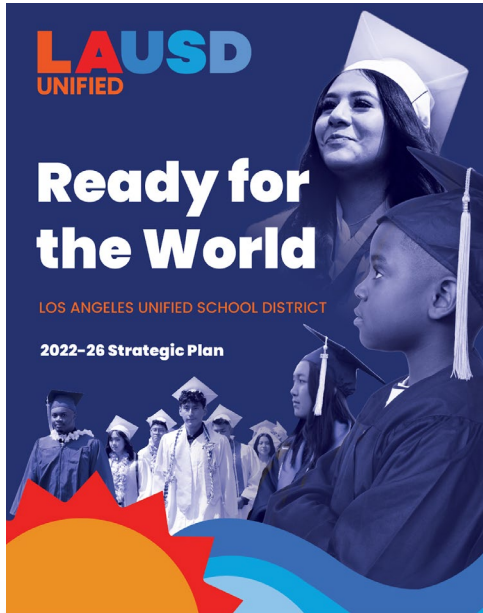
**Progress on the Interventionist Model
and Intervention Program Updates**

February 20, 2024

Presentation Outcomes

- Overview of Multi Tiered System of Support
- Evidence-based Interventions
- Intervention Model Update
- Next Steps

Strategic Plan



1C

Eliminating Opportunity Gaps

PILLAR 1
Academic
Excellence

STRATEGY

Target **high-impact intervention and instructional programs to accelerate learning** – such as summer school, Acceleration Days, and tutoring – for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.



Data Driven Decisions



Smarter Balanced Assessment – Distance from Standards English Language Arts Results 2023

Grades	2022-2023
Grade 3	-28.38
Grade 4	-30.4
Grade 5	-24.11
Grade 6	-33.96
Grade 7	-33.14
Grade 8	-36.71
Grade 11	-11.89

Smarter Balanced Assessment – Distance from Standard Math Results 2023

Grades	2022-2023
Grade 3	-19.75
Grade 4	-33.22
Grade 5	-58.39
Grade 6	-72.06
Grade 7	-75.75
Grade 8	-92.46
Grade 11	-110.61

Summary

- Improvements from 2022 to 2023 in Math
- Widest achievement gap is in middle and high school grades in Reading and Math
- This data led to a focused K-12 intervention approach
- District-wide Guidance and Training

Literacy Strategy



Elementary: English Language Arts Curriculum and Intervention

TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts
- Evidence Based Instruction and Intervention Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts
- Evidence Based Strategies
- On Demand Homework Help



Additional Evidence-Based Interventions

- 95% Group Lessons Libraries & Chip Kits
- Heggerty
- Orton Gillingham
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Reading Horizons
- Smarter Tools for Teachers
- Amplify Reading
- Foundations University of Florida Literacy Institute (UFLI)
- Constructive Conversations
- Equipped for Reading Success
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring

TIER 3 Small Group

TIER 2 Small Group

TIER 1

- Benchmark Advanced
- Core Knowledge Language Arts
- Evidence Based Strategies
- On Demand Homework Help

Additional Evidence-Based Interventions

- 95% Group Lessons Libraries & Chip Kits
- Heggerty
- Orton Gillingham
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Reading Horizons
- Smarter Tools for Teachers
- Amplify Reading
- Foundations University of Florida Literacy Institute (UFLI)
- Constructive Conversations
- Equipped for Reading Success
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring



More Intense and Individualized Evidence-Based interventions

- Interventionist Support
- Locally Designed Interventions
- High-Dose In-person / Virtual Tutoring

DURATION, FREQUENCY, AND INTENSITY INCREASES

Grades 6–12: English Language Arts Curriculum and Intervention

TIER 1

- StudySync
- SpringBoard
- MyPerspectives
- On Demand Homework Help
- Evidence Based Instruction and Intervention Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- StudySync
- SpringBoard
- MyPerspectives
- On Demand Homework Help
- Smarter Tools for Teachers
- Evidence Based Strategies
- On Demand Homework Help



**Additional
Evidence-
Based
Interventions**

- Read 180
- Achieve 3000
- Digital Tools
- Academic Course Extension
- Locally Designed
- High-Dose In-Person / Virtual Tutoring
- Literacy Interventionist Model
- Smarter Tools for Teachers

TIER 3 Small Group

TIER 2 Small Group

- StudySync
 - SpringBoard
 - MyPerspectives
 - On Demand Homework Help
 - Smarter Tools for Teachers
 - Evidence Based Strategies
 - On Demand Homework Help
- Additional
Evidence-
Based
Interventions**
- Read 180
 - Achieve 3000
 - Digital Tools
 - Academic Course Extension
 - Locally Designed
 - High-Dose In-Person / Virtual Tutoring
 - Literacy Interventionist Model
 - Smarter Tools for Teachers



**More Intense
and
Individualized
Evidence-
Based
interventions**

- **Corrective Reading**
- **Achieve 3000**
- **Locally Designed Interventions**
- **Interventionist Support**
- **High-Dose In-person / Virtual Tutoring**

DURATION, FREQUENCY, AND INTENSITY INCREASES

Community Partners

- Families in Schools: Read LA
- LA and County Public Library
- Feria Internacional del Libro (Univ. Guadalajara)
- LA Book Festival
- MyOn/Accelerated Reading
- Cali-Reads



Numeracy Strategy



Elementary: Math Curriculum and Intervention

TIER 1

- Great Minds / Eureka
- Illustrative Mathematics
- Evidence Based Instruction and Intervention Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- Great Minds / Eureka
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help



**Additional
Evidence-
Based
Interventions**

- Building Fact Fluency
- Cognitively Guided Instruction
- US Math Recovery Early Numeracy
- Digital Math Programs
- Interventionist Support
- Locally Designed
- High-Dose In-person / Virtual Tutoring

TIER 3 Small Group

TIER 2 Small Group

- Great Minds / Eureka
 - Illustrative Mathematics
 - Evidence Based Strategies
 - On Demand Homework Help
- +**
- Building Fact Fluency
 - Cognitively Guided Instruction
 - US Math Recovery Early Numeracy
 - Digital Math Programs
 - Interventionist Support
 - Locally Designed
 - High-Dose In-person / Virtual Tutoring



**More Intense
and
Individualized
Evidence-
Based
Interventions**

- Locally Designed Interventions
- High-Dose In-person / Virtual Tutoring
- Interventionist Support

DURATION, FREQUENCY, AND INTENSITY INCREASES

Grades 6–12: Math Curriculum and Intervention

TIER 1

- CPM
- Big Ideas
- Springboard
- Illustrative Mathematics
- Evidence Based Instruction and Intervention Strategies
- On Demand Homework Help

TIER 2 Small Group

TIER 1

- CPM
- Big Ideas
- Springboard
- Illustrative Mathematics
- Evidence Based Strategies
- On Demand Homework Help

+ Additional Evidence-Based Interventions

- Building Fact Fluency
- Math Tutoring courses
- Cognitively Guided Instruction
- Digital Math Programs
- Interventionist Support
- Locally Designed
- Math Digital tools: IXL, Zearn, iReady My Path
- High-Dose In-person / Virtual

TIER 3 Small Group

TIER 2 Small Group

- +** Additional Evidence-Based Interventions
- CPM
 - Big Ideas
 - Springboard
 - Illustrative Mathematics
 - Evidence Based Strategies
 - On Demand Homework Help
 - Building Fact Fluency
 - Cognitively Guided Instruction
 - US Math Recovery Early Numeracy
 - Digital Math Programs
 - Interventionist Support
 - Locally Designed
 - High-Dose In-person / Virtual Tutoring

+ More Intense and Individualized Evidence-Based Interventions

- Locally Designed Interventions
- Math Tutoring courses
- High-Dose In-person / Virtual Tutoring
- Interventionist Support

FREQUENCY AND INTENSITY INCREASES

Parent Engagement

- Collaboration with Families in Schools
- Parent Academy

Family Academy: Parent Webinars	
November	● Unlocking Reading Success with Structured Literacy (11/27/23)
December	● Special Edition: Continuity of Learning (12/31/23)
January	● Returning to School After Winter Break - Developing a Reading Routine (1/4/24)
	● Nurturing Young Writers: A Guide for Families (1/31/24)
February	● Critical Media Literacy and Research Skills (2/28/24)

Parent Engagement

Family Academy: Upcoming Parent Webinars

March

- Building Math Fluency (3/18/24)

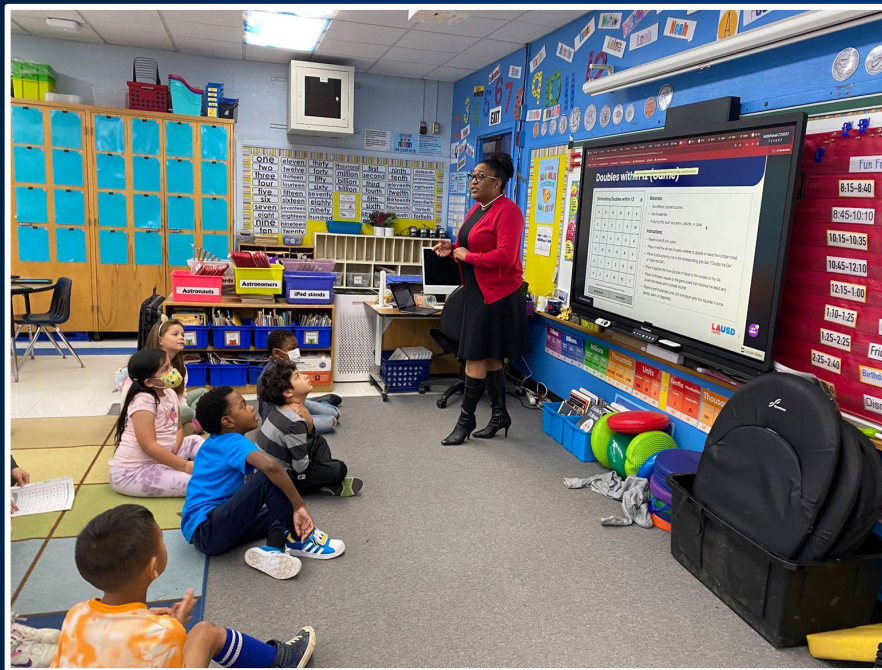
April

- Problem-Based Learning: Apply Math to the Real World (4/17/24)

May

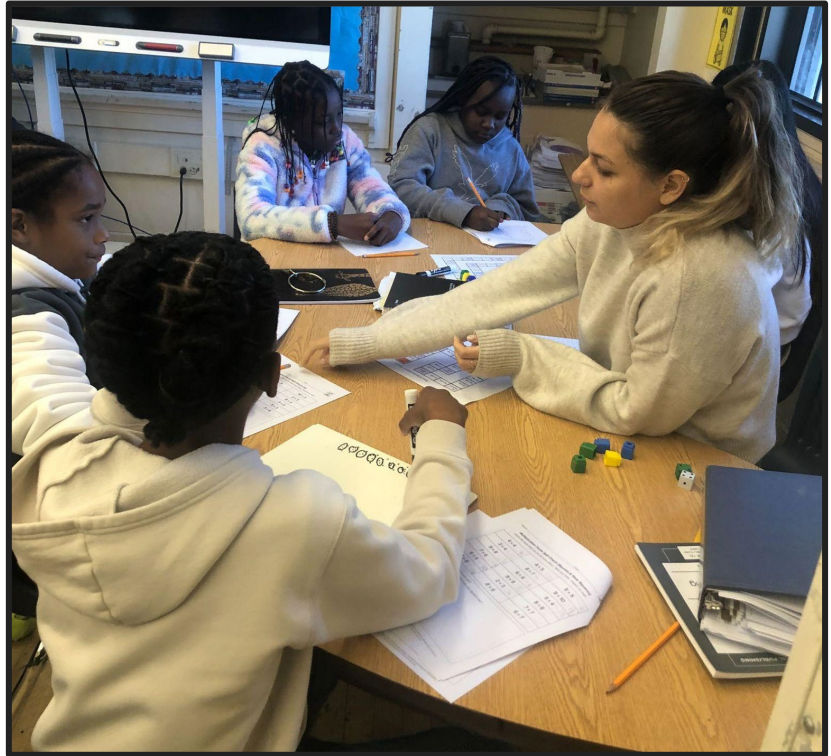
- Applying Math with Materials Around You (5/20/24)
- Special Edition: Summer School and ESY (5/22/24)

Evidence Based Intervention



Menu of Interventions

- Interventionists
- Tutoring
- Push-in Tutors
- Digital Tools

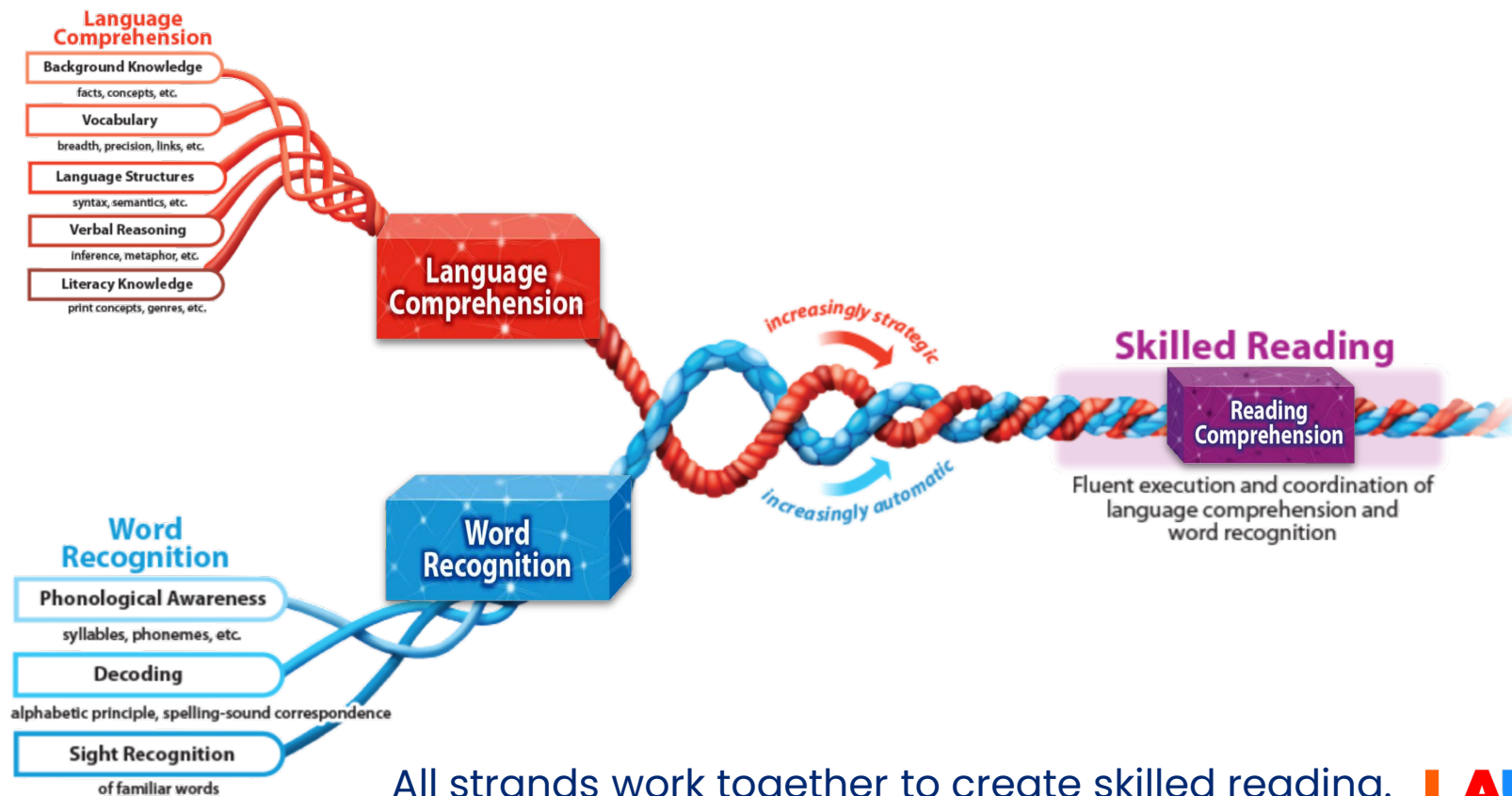


Interventionists

- Interventionist Academy
- Implementation Guide
- Science of Reading



Scarborough's Reading Rope



All strands work together to create skilled reading.

Secondary School Literacy Interventionists

- ✎ Centrally and school funded positions
- ✎ Resident subs
- ✎ Emergent Readers supported by Interventionists



Types of Tutoring Options



**On-Demand
Tutoring for
all students**

Tutor.com
and
Paper.com



**Focused In
Person
Tutoring at
Priority
Schools**

High-Dose



**Focused
Virtual
Tutoring**
High-Dose



**Home-
Based**
High-Dose



**LAUSD
Teachers**

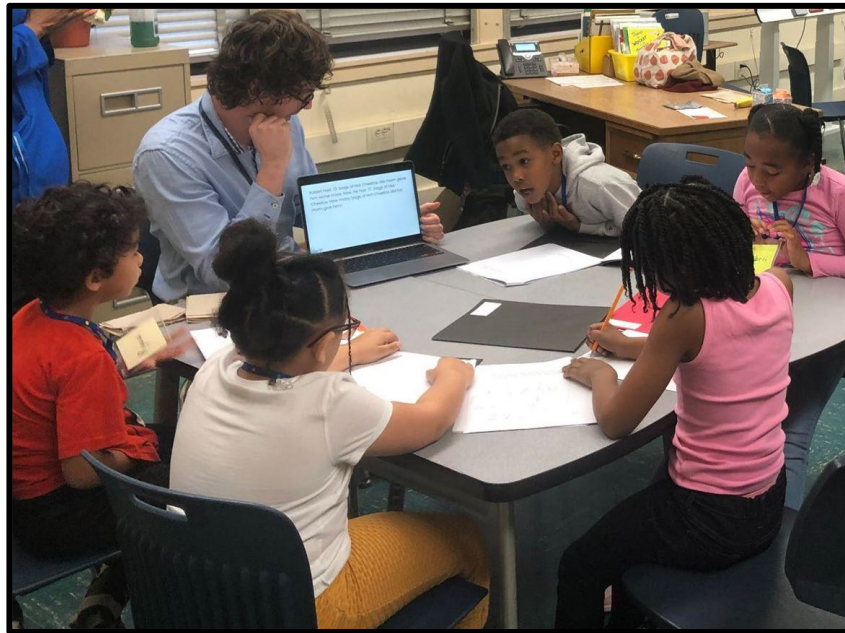
Locally
Designed
Intervention

Tutoring Participation Year to Year Comparison

Tutoring	January 2023	January 2024
Locally Designed	30,659	94,502
High Dose in Person	10,723	23,832
High Dose Virtual	6,589	11,573

Push-in Tutors

- *Study Smart* Tutors
- Small Group Intervention
- Resource Specialist Teachers



Primary: Digital Tools

Amplify Reading

- Skills based instruction on foundational reading
- Use of DIBELS to adapt learning

MyHeggerty

- Decodable books
- Interactive teaching tools
- Phonemic awareness

MyPath

- Personalized learning in reading and Math
- Targeted lessons and assessments

Discovery Education

- Engaging standards based videos and text
- Build background and extends learning

Reading Horizons

- Addresses foundational reading skills
- Vocabulary and Comprehension for English Learners

MyOn

- Personalized and interactive reading experience
- Diverse range of digital books

Secondary: Digital Tools

My Path

- Personalized learning in reading and Math
- Targeted lessons and assessments

IXL

- Adaptive and interactive
- personalize instruction in ELA and mathematics

MyOn

- Personalized and interactive reading experience
- Diverse range of digital books

Achieve 3000

- Adaptive and interactive literacy platform
- Vocabulary and comprehension

Read 180

- Teacher led, adaptive and independent reading
- Reading comprehension and fluency

Newsela

- Adaptive nonfiction texts
- Diverse reading abilities



Going Deeper for Grades 6–12



Research Indicates that SoR is Necessary in Middle School

Secondary grade students need Science of Reading(SOR) to reach proficiency.

Instructional Support of Emergent Readers in MS

- **Tier 1:** A regular daily regimen of vocabulary, morphology, spelling with occasional decoding lessons
- **Tier 2:** explicit Phonics Instruction

Research based SOR strategies for MS students

1. **25%** of Language Arts time should be devoted to systemic and explicit teaching of vocabulary, morphology, spelling and phonics
2. **Identify** students who are unable to decode proficiently
3. Provide **high quality Tier 2 explicit Phonics instruction** for students who need it.
4. **Teacher Modeling to develop oral fluency and immediate feedback**
5. **Paired Reading**
6. **Motivation**

CA ELA/ELD Supports for Emergent Readers *Research*

Division of
Instruction



The most effective interventions occur at the first sign of difficulty, whatever the grade level.

Teachers should be observant and responsive, and MTSS should be in place in schools. Much can be accomplished with immediate action.



Monitor progress of the students while also balancing time for intervention with time for other curricular areas:

- Frequency of intervention (e.g., from **three days to five days a week**)
- Length of instructional sessions (e.g., from **20 minutes to 30 minutes per session**- age and engagement of the learner needs to be considered)
- Ratio of teachers to students by **reducing group size**

Multi-Tiered System of Support: Tier 1 Programs/ Supports/ Resources/ Strategies

Tier 3
Intensive
instruction
(Individualised)

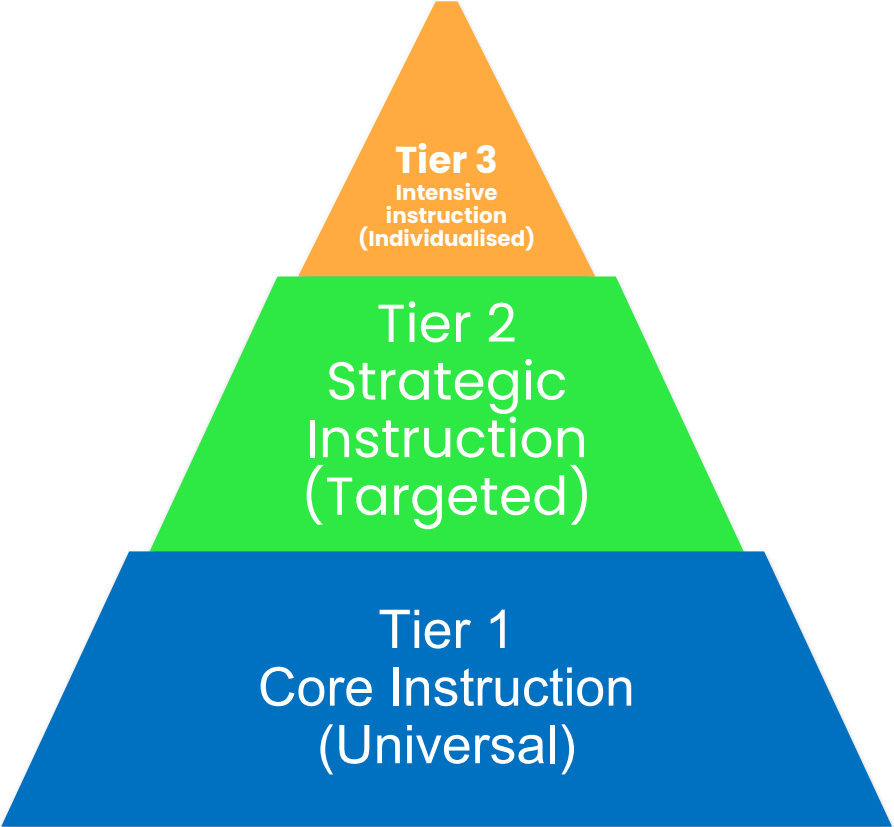
Tier 2
Strategic
Instruction
(Targeted)

Tier 1
Core Instruction
(Universal)

- iReady Implementation
- Small Group Instruction
- MyPath - Teacher Toolbox
- OnDemand Tutoring
- Locally Designed Tutoring
- Winter Academy
- Summer School
- Digital Tools: IXL, MyOn, Newsela

- Curriculum Training with Priority Standards
- Curriculum support for diverse learners
- Data Chat (Individual Reclassification Plan (IRP), Individual Graduation Plan (IGP), i-Ready Diagnostic Report)
- Home connection
- PD modules - Summer/Banked Tuesday

Multi-Tiered System of Support: Tier 2 Programs/ Supports/ Resources/ Strategies



Tier 3
Intensive
instruction
(Individualised)

Tier 2
Strategic
Instruction
(Targeted)

Tier 1
Core Instruction
(Universal)

- Saturday Intervention Support (2 hours per week)
- High Dosage Tutoring (3X 30-45 min per week)
- Bell to bell intervention (tutoring periods, Targeted Small Group Instruction)
- Locally Designed Tutoring
- MMACL Coaches and International Newcomer Coaches
- SSPT

Multi-Tiered System of Support: Tier 3 Programs/ Supports/ Resources/ Strategies

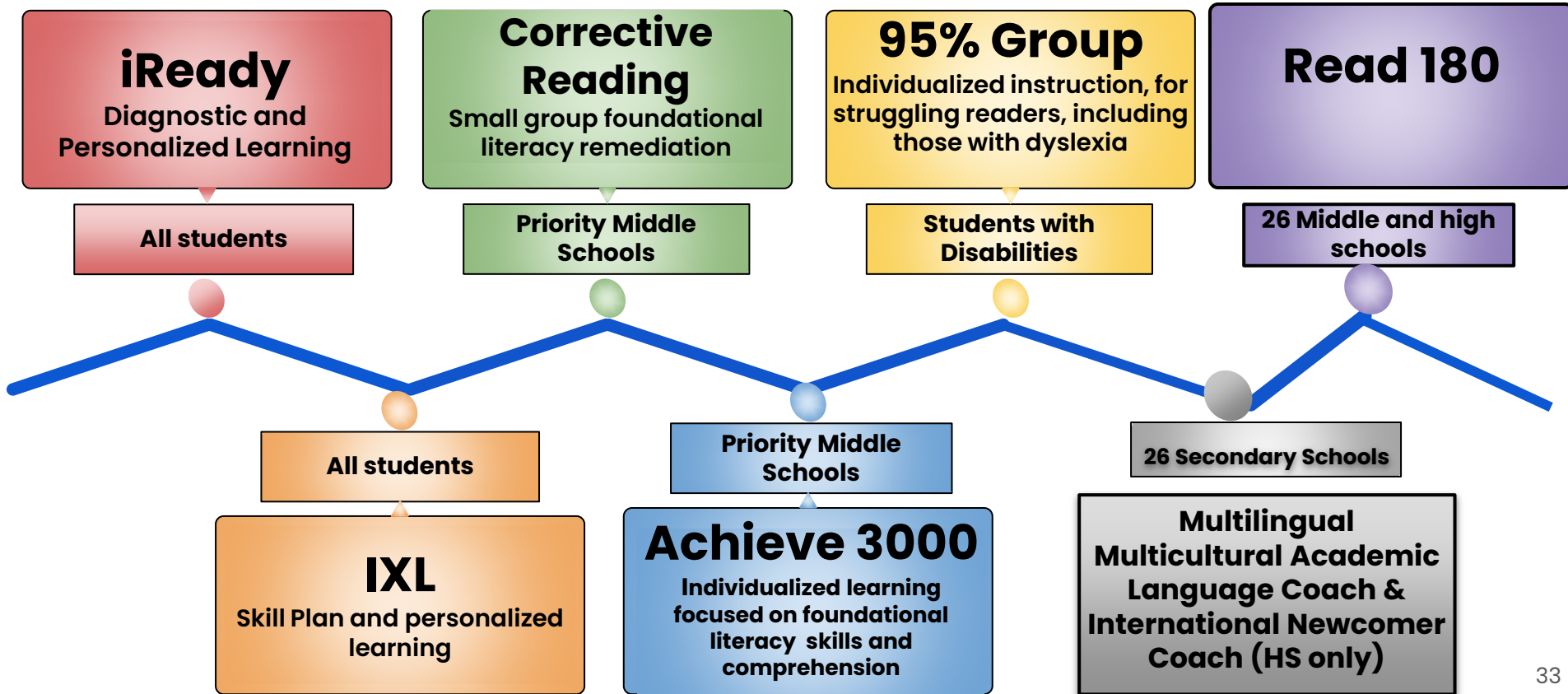
Tier 3
Intensive instruction
(Individualised)

Tier 2
Strategic
Instruction
(Targeted)

Tier 1
Core Instruction
(Universal)

- Interventionists - Daily 40 min (Pull-out)
- Integrated Support (Push-in)
- Read 180
- Corrective Reading
- 95% Group
- Achieve 3000
- Home Based Tutoring
- Dyslexia assessment and support

Tools Based on Science of Reading for Emergent Readers





Preliminary Findings

Middle of the Year Student Performance Data



In Summary

- **Diversification** of intervention strategy appears to improve outcomes
- Preliminary data shows that students are **moving up 3 levels in reading and math**
- Across the board there are **improvements in reading and math**
- Combined effect of **tutoring and intervention are making a substantial difference** for students
- Students are moving from 3 years behind to 2 years and 1 year below their grade level with 3 months of instruction
- We are **staying the course** with acceleration



Next Steps



Next Steps

- *Read to Lead Literacy Movement*-Reading Communications Campaign
- Professional Development
- Middle and High School Intervention
- Literacy Coach and Reading Specialist Grant
- Continue K-2 & 3-5 Instructional Strategies in Literacy Movement

Next Steps:

Read to Lead Literacy Movement

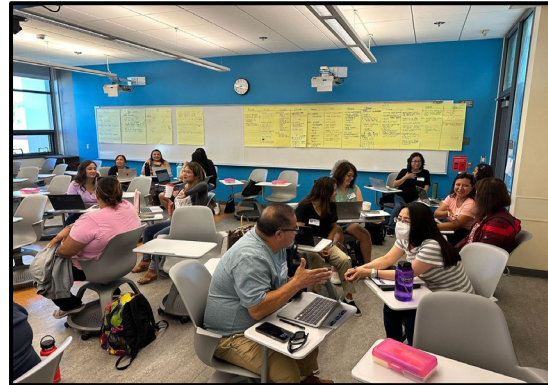
- Communication Campaign
- [SORA](#) 18,149 Current Year Loaned; All time 136,170
- Reading Movement (Classroom, School, and Region)
- Reading Challenge
- MyOn/Accelerated Reading



Next Steps: Professional Development

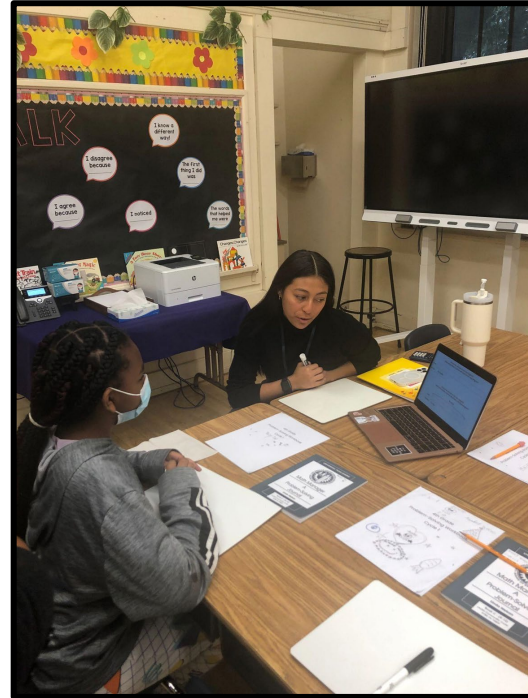
Professional Development (Teachers and Principals)

- Districtwide implementation of Core Knowledge Language Arts (CKLA)
- Dyslexia
- Language Essentials for Teachers of Reading and Spelling (LETRS)
- Summer Professional Development
- Paraeducators
- Special Education



Next Steps: Middle and High School

- Expansion of Push-in tutors
- Use of i-Ready MyPath
- Tutoring
- Locally Designed Programs



Next Steps: Literacy Coach and Reading Specialist (LCRS)

Literacy Coach and Reading Specialist Grant is designed for/to

- school literacy programs,
- employ and train literacy coaches and reading and literacy specialists, and
- develop and implement interventions for students i targeted literacy support.





LAUSD
UNIFIED



READY FOR THE WORLD

[Return to agenda](#)

TAB 2

2024-25 Budget Update



**2024–25 Budget Update
Committee of the Whole**

February 20, 2024

Agenda

- Update on 2024–25 Governor's Proposed Budget
- 2024–25 Los Angeles Unified Budget

Learning Recovery Emergency Block Grant

Requires Learning Recovery grant funds be spent on “evidence-based” programs and activities.

Beginning July 1, 2024, requires LEAs to conduct a needs assessment that includes:

- Identification of students with greatest need and interventions to serve them
- Review of lowest-performing students in math and English Language Arts
- Assessment of chronic absenteeism

Report on all funds not encumbered as of July 1, 2024, in the 2025–2028 LCAPs:

- All expenditures along with the associated actions and analysis of the implementation of the planned actions
- The identification of at least one metric to assess the impact of each action
- The rationale for the expenditure and how it meets the needs identified in the needs assessment
- How research supports the planned action
- For the 2027–28 LCAP, review the rationales described in the 2025–26 plan to assess if the strategy has been effective and if adjustments should be made

Attendance Recovery Proposal

LEAs are encouraged to implement attendance recovery programs

- Must be substantially similar in quality and content to the instruction students would receive in the regular school calendar
- May be offered before and after school, on weekends and during intercession periods
- Participation is voluntary
- Class sizes and ratios will conform with sizes and ratios of ELOP programs

LEAs can generate ADA from Attendance Recovery programs

- Students must be taught by a certificated teacher
- The maximum number of days that can be recovered is 15
 - More than 15 days may be granted to students who have medical need or are experiencing significant personal difficulties
- ADA earned is credited to the same year in which the attendance recovery program occurs

Instructional Continuity Proposal

Until June 30, 2025, in the event of a school closure, the LEA shall offer:

- Instruction within 5 days of the school closure (previously 10 days)
- A requirement to re-open for in-person instruction as soon as possible

After June 30, 2025, in the event of a school closure, the LEA shall offer:

- Access to either in-person or remote instruction within 5 days of the school closure
- Support to families to enroll or be temporarily re-assigned to another district

A school may claim ADA for instructional continuity programs if they have developed a written policy that includes:

- Program quality and content that is substantially similar to the regular instructional program
- A signed agreement detailing the types of instruction, resources offered and how long the instructional continuity program is intended to last -- the written agreement must clarify that participation in instructional continuity is optional
- Maximum of 15 days of ADA are available unless the student has an individual medical or personal need, or the school is experiencing a recognized emergency

Data Collection Proposal

\$6 million appropriation to the California Department of Education:

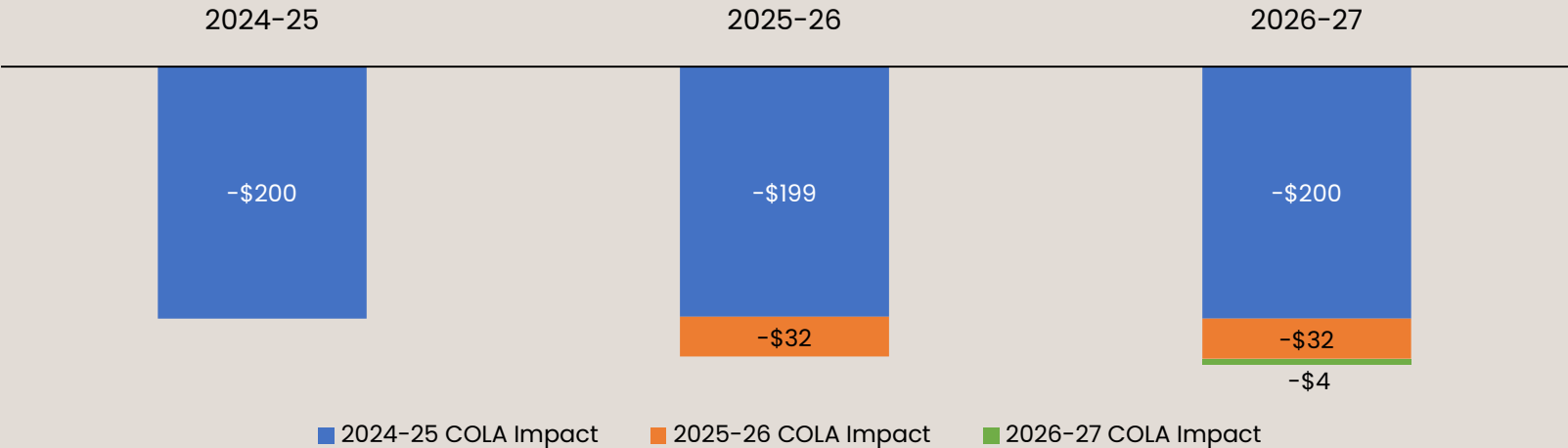
- Research local pupil information systems to identify opportunities for LEAs to collect and report more nuanced data about the reasons for pupil absences, and to develop recommendations on how to collect data to provide greater clarity on the causes of pupil absenteeism.
- These recommendations shall include steps the state could take to calculate an adjusted chronic absentee rate that does not include absences due to emergencies.
- Research high-quality, data-supported models of hybrid and remote learning at public schools across the state and provide guidance, support, and resources to local educational agencies to build their own hybrid and remote learning programs.

Implications for Los Angeles Unified

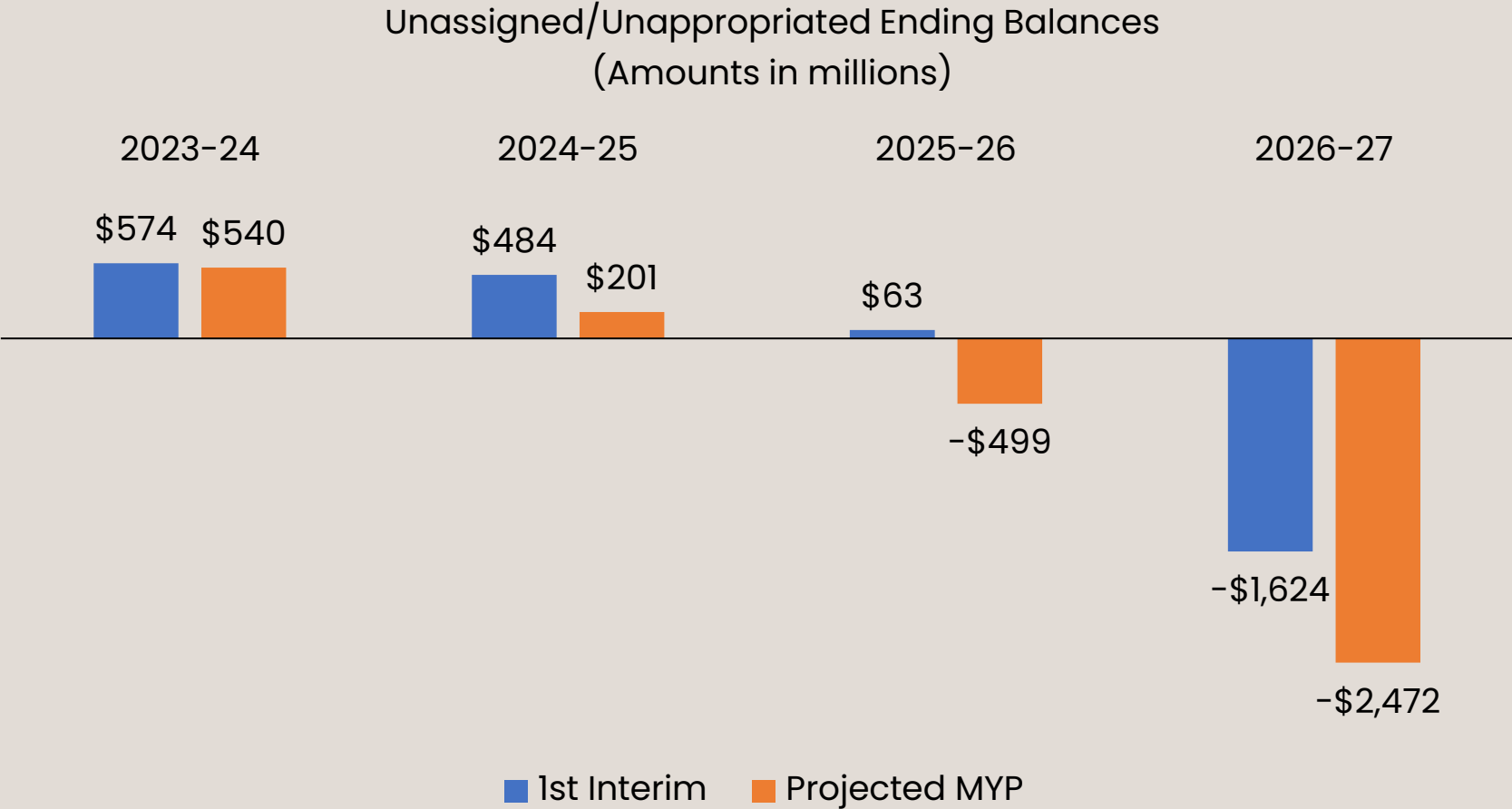
COLAs in 2024-25, 2025-26, 2026-27 lower than previous projections:

	Previous Projection	Governor's Proposed Budget	Difference
2024-25 COLA	3.94%	0.76%	-3.18%
2025-26 COLA	3.29%	2.73%	-0.56%
2026-27 COLA	3.19%	3.11%	-0.08%

Estimated Revenue Loss



Implications for Los Angeles Unified



Fiscal impacts reflected through 2026-2027:

- 2024-25 Statutory COLA at 0.76%: **-\$600M**
- 2025-26 Statutory COLA at 2.73% : **-\$64M**
- 2026-27 Statutory COLA at 3.11%: **-\$4M**
- Cost of CSEA Agreement: **-\$182M**

Investments in Total Compensation and Staffing

- Increased compensation for District staff
- Maintained health and welfare benefits, at no cost to employees
- No RIFs for 2023–24
- No RIFs for 2024–25 contingent on implementation of budget balancing solutions
- Class size reduction by 2 in all academic, TK–12 classes
- Additional college counselors in all high schools with 900+ students
- Allocation of PSWs, PSAs, Academic Counselors, and Psychologists
- Additional professional development for both certificated and classified staff

Investments in Academic Supports

- SENI maintained at \$700 million
- Continuation of intervention acceleration strategies
- Sustained investment in key strategies and innovations, such as greening, dual language education, community schools, and BSAP
- Allocation of Cultural Arts Passport funding
- Continued implementation of new District structures and systems to focus on supports for highest need, priority schools

Budget Balancing Principles

- Student learning and equity
- Mitigate impact on schools and students
- Mitigate impact on employees, avoid RIFs
- Align to Strategic Plan
 - Create a runway for the implementation of solutions
 - Consider budget-to-actuals
- Protect the long-term viability of the District

Changes in 2024-25 Budget

Assistant Principals Business Rule

- State law stipulates that school districts must have certificated administrator-to-teacher ratios of no more than 8 certificated administrators for every 100 teachers, referred to as the R2 ratio
 - Failure to comply with this requirement results in a monetary penalty equal to the salary cost of the excess administrators, estimated to be \$28-32M in 2024-25
 - School purchased Assistant Principal positions are a major R2 driver
- **Business Rule:** starting in 2024-25, the number of Assistant Principals a school may purchase will be based on their enrollment
- Non-school based administrator positions have been reduced since 2022-23, and will be reduced further commensurate to the reduction at schools to avoid the R2 liability

Changes in 2024-25 Budget

Assistant Principals Business Rule

- Most schools will not be impacted by the Assistant Principal business rule:

School Type	Total Schools	Schools Impacted by Cap
Elementary	486	118
Secondary	227	150
Total	713	268

- Considering the unique needs of school communities, schools may submit for exceptions to the business rule

Changes in 2024–25 Budget

APEIS

- 196 of the 435 APEIS positions in 2023–24 are funded with ESSER 3 funds
- In 2024–25, APEIS allocations to schools will be determined using an Equity Index to support student needs
 - The Equity Index will allocate 315 APEIS positions in 2024–25, which is 112 more positions than before the pandemic

Alternative Schedule

- Starting in 2021–2022, secondary schools were given the option to transition to an alternative 2x8 or 4x4 model schedule
 - Funding for the additional teaching positions was provided centrally for a three-year period, concluding in June 2024
- In 2024–25, central funding will continue for Senior High and TK–12 or 6–12 Span Schools currently following an alternative schedule, providing funding for 50% of the cost

Changes in 2024-25 Budget

Carryover

- During budget development, schools will receive 30% of their projected carryover in the following program codes:
 - General Fund School Program
 - SENI
- The remaining 70% will be reserved until there is further clarity on the state and District budget

2024 Key Budget Dates

January 10	Governor's 2024-25 State Budget proposal released
February 13 to April 5	School Budget Development
March 12	LAUSD Board Meeting: 2023-24 Second Interim Report
May 15	Governor's updated May Revision budget proposal released
June 15	State budget bill must pass in the Legislature
June 18	Public hearing for proposed Los Angeles Unified LCAP and Budget
June 25	LAUSD Board adoption of proposed LAUSD LCAP and Budget
Mid-August	45-day LAUSD Budget revision, if needed

2023–24 Second Interim Report

What to Expect at Second Interim

- Updated estimated expenditures and revenue for 2023–24 through 2025–26
 - Impact of reduced State COLAs
- Updated multi-year projection (MYP) of Unassigned/Unappropriated balances
 - Impact of budget balancing solutions